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ABSTRACT

The Mark Twain School provides a short term individualized educational program for seriously emotionally disturbed students with learning problems in grades 6 through 12 in Montgomery County (Maryland) Public Schools (MCPS). During the 1980-81 school year the Department of Educational Accountability, at the request of the Office of Continuum Education and the Mark Twain School, conducted a follow-up evaluation of 121 former Mark Twain students who had returned to regular MCPS programs during 1978-80. This evaluation was conducted for two purposes: (1) to provide data on the success of these former Mark Twain students, and (2) to develop a set of evaluation instruments and/or procedures which could be used in subsequent follow-up efforts. Data were collected via telephone interviews with parents, surveys of administrators, behavior checklists completed by teachers, report cards, and student records. Analysis of the data indicated that many of the former Mark Twain students are performing satisfactorily in their current school with only minimal support in the form of special education services, and some are doing very well. Additionally, current returnees are performing somewhat better in the regular school environment than were earlier cohorts of returnees. A four-page executive summary is included. (PN)

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MONTGOMERY COUNTY PUBLIC SCHOOLS ROCKVILLE, MARYLAND

Follow-up Evaluation of Mark Twain Students

MAY 1982

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

EXECUTIVE SUMMARY

FOLLOW-UP EVALUATION OF MARK TWAIN STUDENTS

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EXECUTIVE SUMMARY

FOLLOW-UP EVALUATION OF MARK TWAIN STUDENTS

OVERVIEW AND PURPOSES OF THE EVALUATION

The Mark Twain School provides an individualized educational program for 425 seriously emotionally disturbed students in grades six through twelve in Montgomery County Public Schools. Many of the students who attend Mark Twain have been in private or residential placements for students who are emotionally disturbed. Many of the students enter the Mark Twain program from the regular Montgomery County Public Schools. Students are referred to Mark Twain by the local school through the Area Office and the MCPS Placement Unit.

The Mark Twain School has served students since February, 1972. Initially, the primary goal of the program was to provide a short-term individualized educational program for pupils ages 10 through 18. Until 1976, Mark Twain staff selected the students who were admitted to the school. The admission criteria, which were approved by the Board of Education, required students to have at least average intellectual ability and enough self-control to be transported to and from school on a public school bus without an aide. The students who were selected were described as having difficulties in the areas of human relationships, self-organization and other behaviorally linked learning problems.

In the ten years from 1972 to 1982 there have been many changes which affected the school, primarily Public Law 94-142 (1975), which required that public school systems begin to serve "seriously emotionally disturbed students." As a result of the law many students who were receiving their education in hospitals, institutions, or private schools were returned to a "less restrictive educational environment." Most of the students being served today would have been refused admission in 1972 because their needs were "too severe." Approximately 40 percent of the current Mark Twain population is learning disabled as well. Most of the students have experienced repeated failures in previous school settings and in the community. Many students and their families are involved with Family Services, Protective Services, The Juvenile Services Administration, and other county service agencies.

The present primary mission of Mark Twain Program is to help the seriously emotionally disturbed students who are placed at the school develop academic skills and mature responsible behavior patterns so they can return to and be graduated from MCPS high schools or successfully enter the world of work. The Mark Twain Program places emphasis on the student's acceptance of responsibility and natural consequences for his/her behavior. The program is designed to provide increased privileges for students as they are able to display mature responsible behavior patterns.

In its first five years of operation, Mark Twain program staff conducted several formative evaluation studies designed to provide information for program modification. Since 1977, no formal external evaluation of the Mark Twain School has been conducted. During the 1980-81 school year, the Department of Educational Accountability (DEA), at the request of the Office of Continuum Education[1] and the Mark Twain School, conducted a follow-up evaluation of former Mark Twain students who had been returned to regular MCPS programs in 1978, 1979, and 1980. The purposes of this evaluation were to:

- Determine how well former Mark Twain students do in the regular MCPS setting, as defined by variables such as: whether the student is still enrolled in MCPS or has been enrolled elsewhere; grades; attendance; in-school behavior and participation in school activities; and positive relationships with peers;

- Ascertain to what degree successful completion of Mark Twain goals and objectives (i.e., being recommended for return to a regular MCPS program) is linked to subsequent success in the regular program; and

- Assess the perceptions of parents of former Mark Twain students concerning the benefits of the Mark Twain program.

This report presents the findings from the follow-up study.[2]

In conducting a follow-up evaluation of the Mark Twain students, it is important to realize that it would be impossible to obtain any comparison data with regard to where these seriously emotionally disturbed students who have been served by Mark Twain would be at this time if some type of intervention had not been available. According to program staff reports, prior to being placed at Mark Twain, most of these students were involved in extremely intensive and escalating failure patterns. Tremendous amounts of time and individualized attention to both the student and the family were devoted to interrupting the failure cycle. Students for whom this cycle was interrupted are considered program successes by the Mark Twain staff.

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[1] Now called the Office of Special and Alternative Education.

[2] A concurrent study of 333 students who were enrolled in the Mark Twain School during 1980-81 was also conducted by DEA. Results of this effort, which will provide descriptions of the current Mark Twain program and students, will be included in the report of results of a second study, to be conducted during the 1981-82 school year. This study will gather follow-up data on students recently returned to regular MCPS programs and will attempt to link success in the regular MCPS program to program and student data obtained in the study of the 333 students.

FINDINGS

Analysis of the data indicate that many of the former Mark Twain students are performing satisfactorily in their current school with only minimal support in the form of special education services, and some students are doing very well. Seventy-five percent of the students are performing satisfactorily in school; 25 percent are experiencing problems which might be indicative of a need to return to a more restrictive placement. Some have already been returned to a level 5 or 6 placement.[3] Additionally, current returnees are performing somewhat better in the regular school environment than were earlier cohorts of students.

Successful completion of Mark Twain objectives (being recommended for return to a regular MCPS program) appears to be linked to subsequent success in the regular program.

Finally, parents are pleased with the Mark Twain program. However, the need for more academic rigor has been expressed by some.

Specifically:

1. Seventy-seven percent of the students returned to regular MCPS programs in 1978 through 1980 were still enrolled in a regular program or had been graduated. Thirty-two percent were not receiving any special education support services, and the remaining students received an average of up to one hour per day of services. Eighty-three percent of those provided support services received up to one hour per day of services.

2. Seventy percent of the students still enrolled in school were performing adequately or better in the regular school setting. Ten percent of the students returned to regular MCPS programs (all males) did not succeed in the regular program, however, and have been placed once again in a level 5 or 6 placement. Another 20 percent showed indications in their behavior, attendance, and grades of lack of success in the regular program.

3. Students returned to regular programs tended to take almost a full load of classes in the regular school, and earned, on the average, a grade of C-minus. Twenty-seven percent of the students received very poor grades (less than C-minus), but another 20-25 percent did very well (B-minus or better).

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[3] A level 5 placement provides special educational services in a school for students with special needs or in a "school within a school" setting; level 6 provides these services in a residential setting.

4. The average percentage attendance for the students returned to regular programs was slightly lower than for MCPS secondary students overall (88 percent vs. 93.4 during 1980-81, respectively). Thirty-four percent of the sample students equalled or surpassed the MCPS Average Daily Attendance (ADA), and 62 percent had an ADA of better than 90 percent. However, 17 percent were absent over one-fourth of the school year.

5. Participation in regular school activities (e.g. classwork, assemblies, and other activities during the school day) was considered moderate for students returned to regular programs, but they participated little in extra-curricular activities. Relationships with peers continued to present problems for some students.

6. Students who returned to regular MCPS programs despite recommendations by Mark Twain staff that they remain in a special education program, were viewed as having more problems and/or continuing problems more often; e.g., their attendance was not as good, their grades were lower, and they participated less in school activities than did those recommended for return.

7. Sixty-five to 70 percent of all the parents attributed positive impacts in students' school work, ability to get along with teachers and other students, and general student behavior to the Mark Twain program. However, 20-25 percent felt that more academic rigor was needed in the program. Parents of students returned to levels 5 or 6 were generally supportive of the program but observed less programmatic impact on their sons' behavior. In many cases the parents attributed this finding to the complexity of their son's problems, rather than to a lack in the program.

8. Generally, parents felt that the Mark Twain staff, especially the liason teachers, were instrumental in facilitating the return and subsequent success of their sons/daughters in the regular MCPS program. However, parents of students not recommended for return to regular MCPS programs generally felt that their sons/daughters received no assistance from Mark Twain staff in making this transition. Moreover, more parents of those not recommended for return to regular programs felt that the students were not prepared to reenter the regular program, and they tended more often to place the blame on Mark Twain than did parents of the students recommended for return.

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FOLLOW-UP EVALUATION OF MARK TWAIN STUDENTS

BACKGROUND

OVERVIEW/HISTORICAL PERSPECTIVE

The Mark Twain School, orginally designed as an experimental program for emotionally disturbed adolescents who have failed to learn in the normal public school environment, admitted its first group of students in February, 1972 after 11 years of planning and program development. At the time of Mark Twain's inception, only 2 out of 132 programs in institutions of higher education were training potential teachers to teach emotionally disturbed adolescents. Moreover, the emphasis in these programs was to handle these students in a psycotherapeutic manner, at the expense of the educational program.[1]

The Mark Twain program was innovative for its time. It was designed to be a temporary placement for the students, one in which they would receive the academic and interpersonal skills necessary for them to succeed in a normal school setting.[2] Two years prior to its opening, Superintendent Elseroad wrote:

> It will serve 250 students, ages 11-19, whose needs are greater than can be met in regular secondary schools even with special environment and services, but who are not so disturbed as to need a hospital or treatment center ... The task of the school will be to provide an opportunity for these students to gain the academic and interpersonal skills to allow them a good chance of successfully coping with the stresses and strains of home and school. Students are expected to remain at Mark Twain for approximately one year. Planning with the home school for their return will begin as soon as they are admitted.

MCPS Regulation 510-4, Referral and Selection of Pupils for Mark Twain School, issued August 30, 1971, stipulated five entry criteria for the potential Mark Twain student:

1. He (sic) demonstrates average or higher intellectual potential.

2. He maintains sufficient self-control to meet the expectations of a day school, including behavior to and from school.

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[1] Progress Report of the Mark Twain Planning Office, MCPS, October 26, 1970.

[2] Superintendent's Bulletin, MCPS, January 26, 1970.

3. It can be anticiapted that he will make sufficient progress to be returned to a local school within a maximum of two years.[3]

4. He does not have a health problem or physical handicap that precludes his participation in the program or makes the program unsuitable.

5. He can be expected to accept placement at Mark Twain.

Additional criteria for admission stipulated the need for parent cooperation in and support of the program, and documentary evidence of prior unsuccessful efforts to meet the student's needs at the local school level.

Substantial efforts had been undertaken in the planning years to develop a program that was supportive of the students and addressed their emotional needs. However, little attention was directed towards the academic program. It was anticipated that the Mark Twain academic program would follow the MCPS Program of Studies.

Early in the history of Mark Twain's operation it became apparent that most of the students referred to the school had multiple problems. Most had academic deficiencies and lacked motivation. All of them had behavioral problems. The development of academic skills became a basic goal of the program.[4]

Feedback from parents and personnel in schools receiving former Mark Twain students indicated a need for emphasis in the basic skills of reading, mathematics, and problem solving; although the major goal reported by parents continued to be the development of students' understanding and acceptance of self.[5] Also expressed was the need for more support to students in the transition back into the regular school program, as well as the need for some students to stay in the program for more than two years.

Current program emphases continue to be placed on scholastic and social skills. The academic program is individualized, with an emphasis on task-oriented behavior. A satellite component has been added, providing both the opportunity for a mainstreamed transitional setting between Mark Twain and the regular MCPS schools, and an optional third year in the program for those in need of it. An Alternative Educational Program has also been added for those students whose level of severity of problems indicate a low probability of their ever returning to a regular MCPS program.

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[3]This maximum of two years was a requirement imposed at the time of the student's acceptance into Mark Twain. During 1972-73 and 1973-74, approximately 8 percent of the applicants were refused admission into Mark Twain because of the student's need for a longer term placement. Current admission procedures require that these students be accepted into Mark Twain.

[4]Progress Report on the Mark Twain School, MCPS, December, 1973.

[5]See progress reports from 1973-74 and 1974-75.

PRIOR FOLLOW-UP STUDIES

Progress of students returning to regular MCPS schools has been monitored over the years by Mark Twain staff in order to provide information to be used by program developers in program modification. The last such study, conducted in 1977, indicated that approximately 80 percent of those students leaving Mark Twain did so with the staff's recommendation, and approximately 20 percent left on their own, because of parent decision, or because of administrative decision that the school was not appropriate for the student or the student and/or parents were uncooperative with the school.[6]

Eighteen percent of former Mark Twain students had been graduated from high school, and another 40 percent were still enrolled in MCPS. Those students still enrolled in MCPS showed a mixed picture of performance. Average grades were in the C-D range, with about 4 percent of the students receiving A's and B's, and about 20 percent receiving one or more E's. Average daily attendance was somewhat lower than that for MCPS as a whole, with the ADA for former Twain students being approximately 80-85 percent.

Counselors in the receiving schools found former Mark Twain students to be accepting of school rules, regulations, and authority; they related to, and were accepted by, their peers; but they were having less than moderate success in participating in regular class activities and assignments. About 20 percent were judged to be experiencing many or continuing problems. Moreover, students who were not recommended for return to regular MCPS programs had worse performance in all areas assessed: grades, attendance, and counselors' ratings.

Parent surveys were conducted periodically during the first five years of Mark Twain's operation. Overall, approximately 75 percent of the parents gave Mark Twain a "somewhat effective" or "very effective" rating. All parents were included in these surveys: those of current as well as former students. No wide-scale survey of parents of former students per se had been conducted in the past. Additionally, the survey efforts suffered from small sample sizes, including, in some cases, less than half of the parents eligible for surveying.

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[6] These figures represent conditions in 1976 and 1977. Figures for earlier groups of students show higher percentages leaving without recommendation. According to Mark Twain staff, the improvement over time is reflective of improved admissions procedures.

DESCRIPTION OF THE CURRENT STUDY

EVALUATION ISSUES

Since 1977 no formal evaluation has been conducted of former Mark Twain students who have been returned to regular MCPS programs. During the 1980-81 school year the Department of Educational Accountability (DEA), at the request of the Office of Continuum Education[7] and the Mark Twain School, conducted a follow-up evaluation of 121 former Mark Twain students who had been returned to regular MCPS programs during 1978, 1979, and 1980. This evaluation was conducted for two purposes: 1) to provide data on the success of these former Mark Twain students, and 2) to develop a set of evaluation instruments and/or procedures which could be used in subsequent follow-up efforts.[8]

This evaluation effort incorporates the major questions included in prior Mark Twain follow-up evaluation efforts, namely:

- To determine how well former Mark Twain students do in the regular MCPS setting, as defined by variables such as current enrollment status in MCPS or elsewhere, grades, attendance, behavior, participation in school activities, and positive relationships with peers,
- To ascertain to what degree the successful completion of Mark Twain goals and objectives (i.e., being recommended for return to a regular MCPS program) is linked to subsequent success in the regular program, and
- To formally assess the perceptions of parents of these students concerning the benefits of the Mark Twain program.

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[7] Now called the Office of Special and Alternative Education.

[8] A concurrent study of 333 students who were enrolled in the Mark Twain School during 1980-81 was also conducted by DEA. Results of this effort, which will provide descriptions of the current Mark Twain program and students, will be included in the report of results of a second study, to be conducted during the 1981-82 school year. This study will gather follow-up data on students recently returned to regular MCPS programs and will attempt to link success in the regular MCPS program to program and student data obtained in the study of the 333 students.

THE SAMPLE

The sample consisted of 121 students; 48 returned to regular MCPS programs in 1978, and 36 and 37 returned in 1979 and 1980, respectively. These groups represent approximately half the students returned to regular programs in 1978, and all students returned in 1979 and 1980.[9]

INSTRUMENTATION

The information used in this evaluation report was collected by DEA during the 1980-81 school year. Several sources of data were used: telephone interviews with parents, surveys of administrators, behavior checklists completed by teachers,[10] report cards, and student records. The parent interview, administrator survey, and teacher checklist are attached as Appendices A, B, and C. Exhibit 1 displays the sources of data and how the data were utilized.

It may be noted from Exhibit 1 that the most complete data source other than student records were the parent interviews, where a 94 percent response rate was obtained. However, minimal data were available for 116 of the 121 follow-up students, in particular the current enrollment status of the students and whether or not they had been returned to Mark Twain or another special placement.[11]

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[9] Of the 121 students, 112 (93 percent) were male, and 9 (7 percent) were female.

[10] The behavior checklist was developed by Mark Twain staff and is used in the school to assess the behavior of current enrollees.

[11] A complete set of data were available for 71 of the 121 students. Thus, throughout the report, contrasts will be made between the several data sources for these students, as well as by individual data sources for all students.

EXHIBIT 1

Uses of Data Collection Instruments

Source of Data	Number of Completed Forms	Percentage of Applicable Group	Issues Addressed: Enrollment Status of Students/ Returns to Level 5 or 6 Placement	Special Education or Support Services Provided	Student Performance in School	Perceived Effectiveness of Mark Twain
Parent Interview	111 (a)	94	X		X	X
Administrator Survey	98 (b)	81	X		X	
Teacher Checklist	80 (c)	66			X	
Report Card	80 (d)	66			X	
Student Records	116	96	X	X		

(a) Five students had no listed phone number and a sixth student's parents were deaf.
(b) 111 surveys were completed. For 13 students two surveys were collected.
(c) 152 teacher checklists were completed. The number of checklists completed per student ranged from 1 to 4.
(d) 82 report cards were collected. For 2 students, 2 report cards were completed.

345p/3

SUCCESS OF MARK TWAIN STUDENTS IN THE REGULAR MCPS PROGRAM

SUMMARY

Analysis of the data indicate that many of the former Mark Twain students are performing satisfactorily in their current school, and some are doing very well. Additionally, current returnees are performing somewhat better in the regular school environment than were earlier cohorts of returnees.

Specifically, the majority of the students returned to regular MCPS programs are still enrolled in these programs. One out of five are candidates for graduation or have been graduated. However, one out of ten have met no success in the regular program and have been returned to Mark Twain or another level 5 or 6 placement.[12] Minimial support (up to one hour a day) of special education services is provided to students in the regular MCPS program.

On balance, the majority of the students demonstrated acceptable behavior in school, had satisfactory attendance, and were passing most or all of their classes. While attendance and grades continued to be below the MCPS average for many students, their performance in the regular program was within the range considered acceptable for continued enrollment in and graduation from MCPS secondary schools. There was considerable variation among the students still enrolled in regular programs, however, with at least 20 percent of the sample students demonstrating complete success in the regular program, and 15-20 percent being completely unsuccessful.

DETAILED FINDINGS

Enrollment Status of the Students

Enrollment

Table 1 presents the enrollment status of the sample students. The majority (74 percent) were still enrolled in a regular MCPS program. This percentage is almost double the percentage reported in earlier follow-up reports. Another 10 percent (12 students) were re-enrolled in Mark Twain or had been placed in another level 5 or 6 program,[13] and five students (not part of the follow-up sample) were placed directly in RICA from Mark Twain in 1980 when RICA's residential center opened.

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[12] A level 5 placement provides special education services in a school for students with special needs or in a "school within a school"; level 6 provides these services in a residential setting.

[13] All 12 students re-enrolled in level 5 or 6 programs were male.

TABLE 1

Enrollment Status of Former Mark Twain Students

Enrollment Status	Number of Students	Percentage of Students
Enrolled in regular MCPS program	90	74
Returned to Mark Twain	5	4
Placed in level 5 or 6 program other than Mark Twain	7	6
Military	5	4
Graduated	4	3
Moved out of Montgomery County	5	4
Custody of Courts	1	1
Unknown	4	3

Nineteen students (16 percent of the sample and 21 percent of those still enrolled in regular MCPS programs) were being graduated at the end of the school year. Four students had already been graduated. These figures, 19 percent of the sample either having been graduated or being graduated shortly, are comparable to the 18 percent graduation rate reported in earlier Mark Twain follow-up studies.

Additional Resources Provided to Students

It would be somewhat unreasonable to assume that students could move from a level 5 intensive program to a level 1 program in a regular school and succeed in that environment without any support or special assistance. An analysis of CEDS (Continuum Education Data System) records was conducted to determine the level of support received by the sample students in their regular program placements.

One-third of the students were not receiving any special services in their regular schools. The remaining 68 percent received, on the average, one special education service for 5 hours a week or less.[14] Typically, the service received was either resource help for learning disabilities, or an alternative program. Table 2 illustrates the range of services received.

[14]Forty-six percent of the students received one special education service, and 17 percent received two services. Five percent received 3 or more services.

TABLE 2

Types of Special Education Services Received by Sample Students in Regular MCPS Schools

Type of Service Received	Number of Students	Percentage of Students
Secondary resource and/or class for learning disabled	50	56*
Middle/secondary alternative program or center	13	14
Secondary learning center	5	6
Reading	2	2
Audiology/auditory program	2	2
Speech/language	2	2
Counseling	3	3
Vocational program	3	3
Learning disability consultation	2	2
Mainstream consultation	1	1
Vision services	1	1

*Percentages do not total to 100 since students received multiple services.

Student Performance in the Regular School Setting

Behavior

According to school administrators, the performance of 36 percent of the students returned to regular MCPS programs was either outstanding or satisfactory. Forty-six percent of the students were reported to be experiencing some problems, and 18 percent were judged to be experiencing many or continuing problems. This latter percentage is comparable to findings of earlier follow-up studies.

Teachers' overall assessments of student behavior closely paralleled those of administrators (see Table 3). When specific skill areas were considered (see Table 4), teachers reported that students were behaving the best in acceptance of authority and respect for others, and worst in task orientation and problem solving. Appendix D contains teacher's ratings for components of behavior subsumed under each skill area.

TABLE 3

Overall Behavior Ratings Obtained By Students

Rating	Percentage of Teachers*
Extremely Limiting	3
Very Limiting	14
Limiting	32
Somewhat Limiting	41
Not Limiting At All	10

*Numbers are percentages of teachers assigning ratings.

TABLE 4

Teacher Ratings of Student Behavior

Averaged by Overall Skill

	Average Rating (Percentage of Teachers)		
Skill	1 or 2*	3 or 4	5
Classroom Conformity	24	56	20
Task Orientation	28	60	11
Sense of Self-Worth	20	62	17
Self-Responsibility	26	59	15
Emotional Control	28	51	19
Problem Solving	28	56	11
Acceptance of Authority	13	46	39
Respect for Others	15	48	34
Social Skills	19	65	13

*1=extremely limiting
2=very limiting
3=limiting
4=somewhat limiting
5=not limiting at all

Parents' perceptions of student behavior were similar to those of administrators and teachers. Moreover, there was a considerable agreement between the three groups where the performance of particular students was concerned. When the 71 complete data sets were analyzed it was found that:

- o There was a statistically significant relationship (Chi-Square test of significance)[15] between how well the parent felt the student was currently doing in school and the teachers' ratings of the student's classroom conformity, task orientation, problem solving skills, and social skills.

- o There was a statistically significant relationship between how well the parent felt the student accepted school rules and regulations and the teachers' ratings of the student's acceptance of authority and emotional control.

- o There was a statistically significant relationship between the school administrator's perception of how well the student was doing in school and the teachers' ratings of the student's classroom conformity, task orientation, and self-responsibility.

- o No statistically significant relationship was found between parents' and/or administrators' ratings and teachers' ratings of students' sense of self-worth or respect for others.

- o There was a statistically significant relationship between how well the parent and the administrator felt the student was doing, overall, in school.

Attendance

Attendance data were collected at the end of the 1979-80 school year for the sample students returned to regular schools in 1978 and 1979. On the average, students were present 88 percent of the school year, or 162 days (based on 185 attendance days). Table 5 presents the percentage of time present for these students. MCPS average percentage of time present for secondary students was 93.4 in the 1980-81 school year.

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[15] A statistically significant relationship indicates that the level of agreement observed between the various groups of people had a very small likelihood of occurring solely as a chance phenomenon. Thus, we can infer that the various groups of people viewed the students' behavior similarly.

TABLE 5

Percentage of 1979-80 School Year That 1978 and 1979 Returnees Were Present

Percentage of Time Present	Number of Students	Percentage of Students
100	3	4
95-99	21	30
90-94	20	29
85-89	7	10
80-84	6	9
75-79	2	3
70-74	6	9
65-69	3	4
60-64	1	1
59 or Less	1	1
Missing Data*	13	-

*Most of those missing had left MCPS by the time attendance data were collected.

Thirty-four percent of the students had percentages present that were equal to or better than the MCPS average, and another 29 percent were slightly below the county average. However, 17 percent of the students were absent for more than one-fourth of the school year. The attendance data collected for the 1980-81 school year were similar to the 1979-80 figures (see Appendix E). It may be recalled that prior Mark Twain follow-up studies showed attendance of former Twain students to average 80-85 percent.

Grades

Subject grades: The average number of classes taken by the students was 5 per semester. Table 6 presents the grade point averages received by the students in these classes for each semester of the 1980-81 sch[illegible] year. The data closely parallel findings in earlier follow-up studies.

The overall grade point average for all students was 1.75, or C-minus. However, 27 percent of the students obtained overall grade point averages of 1.5 (midway between C and D) or less; and 21 percent of the students had overall grade point averages of 2.6 (B-minus) or better.[16]

Work study habits grades: Only one-third of the students received work study habits grades on their report cards.[17] About half of these grades were "satisfactory", one-third were "needs improvement" and one sixth were "outstanding." Examination of Appendix D, teacher ratings of the 32 behavior indicators, shows that the skills required for task orientation (e.g., working with conventional classroom teacher supervision, working in an organized manner, and completing tasks in an appropriate amount of time) are among those in which the follow-up students demonstrated the most limiting behavior.

TABLE 6

Fall and Spring Grade Point Averages
1980-81 School Year

Fall GPA	No. of Students	Percentage of Students	Spring GPA	No. of Students	Percentage of Students
0.0-0.5*	6	7	0.0-0.5*	4	5
0.6-1.5	16	20	0.6-1.5	18	22
1.6-2.5	42	51	1.6-2.5	24	29
2.6-3.5	13	16	2.6-3.5	16	20
3.6-4.0	3	4	3.6-4.0	4	5
Missing	2	2	Missing	16	20

*A=4, B=3, C=2, D=1, E=0

[16] An interesting note is that amount of absence in the first semester was not related to grades received, however, in the second semester those with more extensive absences received the poorer grades.

[17] They are representative of the total range of grade point averages, however.

Participation in School Activities

According to parents and regular school administrators, 53 to 58 percent of the follow-up students were participating satisfactorily or better in regular school activities such as class work, assemblies, and other activities in the school day, about 20 percent were participating to a limited degree, and 20 percent were not participating at all.

According to the parents, 29 percent of the students participated moderately or to a great extent in extra-curricular activities, 11 percent had limited participation, and 58 percent participated little or not at all.[18]

Acceptance by Peers

Responses of parents and teachers indicate that most students were accepted by their peers. According to parents, 69 percent of the students were well accepted by others, vs. 25 percent judged by teachers to be well accepted and 61 percent moderately so (see Appendix D). Approximately 10-14 percent of the students were judged by parents and teachers as not accepted by peers.

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[18] No comparable data are available for MCPS students, overall.

RELATIONSHIP OF RECOMMENDATION FOR RETURN TO REGULAR PROGRAM TO SUCCESS IN THE PROGRAM

OVERVIEW AND SUMMARY

Students may leave the Mark Twain program under various conditions. Ideally, they may have improved sufficiently in behavior and work habits to be recommended for return to a regular MCPS program. In this case, they would be considered to have completed the program's student goals and objectives.

They may be administratively placed in another program by AARD or CARD, the area or central office admissions, review, and dismissal committees. This placement may be made with or without the recommendation of the Mark Twain staff.

Finally, they may withdraw from the program for a variety of reasons including their own desire to do so, parent request, or change of residence.

All student withdrawals and many of the administrative placements are considered by Mark Twain staff to be students who did not complete the program objectives and who were not recommended for return to the regular MCPS programs. This study assesses whether or not there is a relationship between Mark Twain staff recommendation for return to the regular MCPS program and subsequent success in that program.

The data indicate that those students recommended for return to regular MCPS programs were more successful in those programs than those who did not receive this recommendation. Specifically, those recommended for return were found to have better behavior ratings, less absenteeism, and higher grades, and they participated more in regular school activities than did those not so recommended.

DETAILED FINDINGS

Students Returned to Regular MCPS Programs Without the Recommendation of Mark Twain Staff

Twenty-four students (20 percent of the follow-up sample) returned to regular MCPS programs without the recommendation of the Mark Twain staff.[19] Thirteen of these students were administratively returned to regular schools in 1978 and 1979 under the old regulations which allowed students to remain in Mark Twain for a maximum of two years. The remaining 11 were removed from Mark Twain by parents, against the judgment of the Mark Twain staff, or were removed on the basis of AARD or CARD considerations, without the concurrence of the Mark Twain staff. These students are representative of the sample as a whole in terms of sex and year returned to the regular MCPS program.

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[19] This is the same percentage observed in earlier follow-up studies.

Enrollment Status of Students Returned to Regular Programs Without the Recommendation of Mark Twain Staff

Enrollment

The enrollment status of these students was quite similar to that of the entire follow-up sample. Nineteen students (79 percent) were still enrolled in MCPS regular schools at the time of data collection; 4 (17 percent) have been returned to a level 5 or 6 placement; and 1 student (4 percent) is reported to have graduated from Annapolis Naval Academy.

Additional Resources Provided

Fifty-three percent of the 19 students still in regular MCPS programs received special education resource services during 1980-81. The majority of the services were special education resource room and services for learning disabled or mild learning handicapped.

Performance in the Regular School Setting

Behavior

According to the school administrators, 64 percent of the students not recommended for return to regular programs were doing adequately or satisfactorily in school (compared to 86 percent of those recommended for return). Teacher's ratings of the behavior of those not recommended for return were very similar to ratings given those recommended for return in all areas except social skills. Teachers reported significantly more limiting behavior in social skills for the group not recommended for return, particularly in the area of seeking excessive peer attention.

Parents' perceptions of students' behavior in school were essentially similar for the two groups, however, 29 percent of the parents of students not recommended for return felt that the students were experiencing many or continuing problems, compared to 16 percent of those recommended for return.

Attendance

Compared to the students recommended for return, those not recommended exhibited a much higher rate of absenteeism. Table 7 presents the 1979-80 percentage of time present for both groups returned to MCPS schools in 1978 and 1979. It shows that 68 percent of the students recommended for return were present 90 percent or more of the 1979-80 school year, compared to only 32 percent of those not recommended. The 1980-81 attendance data confirm this pattern of worse attendance for those not recommended for return (see Appendix F).

TABLE 7

1979-80 Percentage Present for Groups of Students
Not Recommended or Recommended for Return
to Regular MCPS Programs

Percentage of Time Present	Percentage of Those Not Recommended N=18	Percentage of Those Recommended N=65
95-100	13	36
90-94	19	32
85-89	13	9
80-84	19	8
75-79	0	4
70-74	13	8
65-69	19	0
60-64	0	2
59 or Less	6	2

Grades

First semester 1980-81 grade point averages for the two groups were significantly different, with 31 percent of those not recommended for return obtaining grade point averages of 0-0.5, compared to 5 percent of those recommended for return. At the upper end of the grade point averages, 6 percent of those not recommended received 2.6 or better, compared to 23 percent of those recommended for return.

In the second semester of 1980-81 differences in grades still existed but were somewhat less dramatic: 38 percent of those not recommended obtained 0-0.5, while 21 percent of those recommended for return obtained those grades; 13 percent of those not recommended received 2.6 or better, compared to 27 percent of those recommended. Work study skill grades were similar for both groups of students.

Participation in School Activities

School administrators reported significantly less participation in regular school activities for the group not recommended for return compared to the group recommended for return. Twenty-eight percent of those not recommended were participating little or not at all in regular school activities (compared to 4 percent of those recommended); 48 percent were participating considerably or to a great extent (compared to 55 percent of those recommended). There were no differences in parents' perceptions of student participation in regular or extra-curricular activities for the two groups.

Acceptance by Peers

Parents' and teachers' perceptions of students' acceptance by peers were similar for the students returned to regular programs with or without the recommendation of the Mark Twain staff.

PARENTS' PERCEPTIONS OF THE MARK TWAIN PROGRAM

SUMMARY

The majority of the parents of former Mark Twain students were happy with the program, however, 20 percent were dissatisfied. Parents of students returned to a level 5 or 6 placement subsequent to their placement in a regular MCPS program were also positive towards Mark Twain, however, fewer of them felt that Mark Twain impacted their son's behavior or ability to get along with other students. Perceptions of parents of students not recommended for return to regular MCPS programs indicated that they felt their sons/daughters were not as well prepared to reenter the regular program, and that they were abandoned by Mark Twain upon reentry into the regular program.

Generally, parents felt that the Mark Twain staff, especially the liason teachers, were instrumental in facilitating the return and subsequent success of their sons/daughters in the regular MCPS program.

DETAILED FINDINGS

The Sample As a Whole

Roughly two-thirds of the parents of the sample students were very happy with the Mark Twain program, and another 10-20 percent were fairly happy. However, many of these parents reported a need for more rigorous academic preparation for their sons/daughters. Twenty percent of the parents were unhappy with the Mark Twain program, because they felt either the program did not help the student, or because it was the wrong type of placement for him/her. These data are consistent with findings presented in earlier follow-up studies. Table 8 presents parents' responses for four areas of program impact.

TABLE 8

Parents' Perceptions of the Impact of the Mark Twain School

Area of Impact	Percentage of Parents Responding			
	Positive	Negative	None	Can't Tell
Student's school work	66	9	15	10
Student's ability to get along with teachers	69	4	17	11
Student's ability to get along with other students	64	4	19	13
Student's behavior	67	6	11	16

Most (80 percent) of the parents also indicated that the Mark Twain staff, particularily the liason teachers, were very helpful in their son's/duaghter's transition into the regular school. Supporting comments revealed extensive contact between Mark Twain liason staff and the regular school, as well as continued contact with the student and parents. Eighty percent of the parents were very well or somewhat satisfied with the current placement of the student.

Students Returned to Level 5 or 6 Placements

Perceptions of parents of students re-enrolled in level 5 or 6 placements after being returned to the regular school were also generally positive. Eighty percent of these parents felt that Mark Twain had met the needs of their sons "very well" or "fairly well". Seventy percent indicated that Mark Twain had made a positive impact on the student's school work, and 80 percent reported a positive impact on the student's ability to get along with teachers. However, only 50 percent of the parents felt that Mark Twain had been able to make a positive impact on the student's behavior, and only 40 percent felt that a positive impact had been made on the student's ability to get along with other students. In most cases, the parents felt that the problems were within the student, and that the Mark Twain staff had done all that they could for the student. Half of these parents felt that the students were very or fairly well prepared to return to a regular MCPS program when they did; the other half felt that the students were barely or not at all prepared.

Students Not Recommended for Return to Regular MCPS Programs

Perceptions of parents of the students returned to regular MCPS programs without Mark Twain staff recommendation were very similar to the perceptions of the parents of those recommended in all areas but two: 30 percent of the parents of those not recommended for return felt that the students were not at all prepared to reenter the regular program (compared to 20 percent of the other parents who felt that the students were barely or not at all prepared); and 28 percent of the parents of those not recommended reported that Mark Twain staff did not help in the transition of the student into the regular school (compared to 5 percent of the other parents).

294p

Appendices

Department of Educational Accountability MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	Evaluation of Mark Twain School PARENT FOLLOW-UP INTERVIEW

INSTRUCTIONS

This is a telephone interview to be conducted with one of the parents or adult heads of household for former Mark Twain students who have returned to regular MCPS schools. The items should be read to the respondent verbatim. Repeat questions and/or response options if necessary, and you may also add clarifying comments if so requested. Directions for the interviewer and precoded response options are displayed in capital letters within brackets on the questionnaire. If response options are to be read to the respondent, the instructions for the question will so specify. Otherwise, code the respondent's answer into one of the predesignated categories, or write out the answer in as much detail as possible in the space provided. If the responses are precoded, write the number corresponding to the answer choice in the box to the right of the question.

PRIOR TO CONDUCTING THE INTERVIEW

Obtain a list of the students' names, their ID numbers, and the names of the adults who may be used as respondents. Be sure to record the student ID number on the questionnaire. The student's name should not appear anywhere on the completed questionnaire. However, the student's name should be used in the questions as specified on the questionnaire.

BEFORE STARTING THE INTERVIEW, READ

Hello. I am _____(GIVE NAME)_____, from the Department of Educational Accountability of the Montgomery County Public Schools. In conjunction with the administration at the Mark Twain School, we are conducting a study of students who have left the program at Mark Twain school and enrolled in other schools in Montgomery County. In order to evaluate the success of the program at Mark Twain, we are interested in former students' current performance in school and the type of progress they have made since leaving Mark Twain. (NAME OF STUDENT) has been selected for inclusion in the study, and I would like to ask you some questions about his/her transition to his/her current school and his/her current performance in school. The interview will only take about five minutes. The data collected will be analyzed only in summary form and neither you nor your son/daughter will be identified in any reports based on this information. Do you have time to answer a few questions for us? (IF YES, PROCEED WITH INTERVIEW. IF NO, ASK IF THERE IS ANOTHER TIME WHEN THEY WOULD BE WILLING TO PARTICIPATE IN THE STUDY.)

UPON COMPLETION OF INTERVIEW, READ:

Thank you for your cooperation in this study. A summary of the results of this study may be obtained from Dr. Joy Frechtling, Division of Program Monitoring, Department of Educational Accountability, 279-3596, after December, 1980.

AFTER COMPLETION OF SCHEDULED INTERVIEWS, COMPLETE FOLLOWING INFORMATION. ATTACH THIS SHEET TO THE INTERVIEWS AND RETURN TO SUSAN GROSS.

Interviewer Name _____

Number of completed interviews _____ Date _____

Department of Educational Accountability MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	Evaluation of Mark Twain School PARENT FOLLOW-UP INTERVIEW

STUDENT ID [ ][ ][ ][ ][ ][ ] (1–6)

CURRENT SCHOOL [ ][ ][ ] (7–9)

QUESTIONNAIRE NUMBER [4] (10)

1. Thinking back on your son's/daughter's schooling at Mark Twain, how well do you think the program was able to meet his/her needs? (READ CATEGORIES. CODES: 1=VERY WELL, 2=FAIRLY WELL, 3=NOT WELL AT ALL.) [ ] 11

2. How satisfied are you with your son's/daughter's present placement? (READ CATEGORIES. CODES: 1=VERY WELL, 2=SOMEWHAT, 3=NOT AT ALL.) [ ] 12

   If 2 or 3, why? _____

   _____

   _____

   _____

I'd like to ask you to rate the kind of impact you think that Mark Twain had on your son's/daughter's ability to perform in (name of current school placement). I'm going to describe a couple of different areas, and for each one I'd like you to tell me if you think Mark Twain has had a positive or a negative effect on his/her current school performance, or if you can't tell for sure.

3. What kind of impact do you think Mark Twain had on your son's/daughter's ability to do his/her school work? (CODES: 1=POSITIVE, 2=NEGATIVE, 3=NONE, 4=CAN'T TELL.) [ ] 13

4. Does your son/daughter do as well, better, or worse than the average student in his/her class? (CODES: 1=BETTER, 2=AS WELL, 3=WORSE.) [ ] 14

   If worse, is there anything Mark Twain could have done differently to improve this?

   _____

   _____

   _____

5. What kind of impact do you think Mark Twain had on your son's/daughter's ability to get along with teachers? ☐ 15
(CODES: 1=POSITIVE, 2=NEGATIVE, 3=NONE, 4=CAN'T TELL.)

6. What kind of impact do you think Mark Twain had on your son's/daughter's ability to get along with other students? ☐ 16
(CODES: 1=POSITIVE, 2=NEGATIVE, 3=NONE, 4=CAN'T TELL.)

7. What kind of impact do you think Mark Twain had on your son's/daughter's behavior at school - things like following directions, paying attention to his/her work, and keeping out of trouble? ☐ 17
(CODES: 1=POSITIVE, 2=NEGATIVE, 3=NONE, 4=CAN'T TELL.)

COMMENTS FOR QUESTIONS 5-7: _____

_____

_____

_____

8. To what extent do you feel that (name of student) was prepared to leave the program at Mark Twain and re-enter a regular school? ☐ 18
(READ CATEGORIES. CODES: 1=VERY WELL PREPARED, 2=FAIRLY WELL PREPARED, 3=BARELY PREPARED, 4=NOT PREPARED, 5=DON'T KNOW/CAN'T SAY.)

COMMENTS: _____

_____

_____

_____

If 3 or 4, what would have been necessary for him/her to be better prepared?

_____

_____

_____

_____

9. Do you think that the staff at Mark Twain did a good job of helping (name of student) make the change into his/her new school setting? ☐ 19
(CODES: 1=YES, 2=NO, 3=DON'T KNOW.)

What kinds of things were done to assist your son/daughter in his/her transition to the new school?

_____

_____

_____

Now I'd like to ask you to evaluate how you think your son/daughter is currently doing in school.

10. To what extent does (name of student) participate in regular class activities and homework assignments? ☐ 20
(READ CATEGORIES. CODES: 1=TO A GREAT EXTENT, 2=MODERATELY, 3=LIMITED, 4=LITTLE OR NONE, 5=DON'T KNOW.)

11. To what extent does (name of student) participate in extra-curricular activities? ☐ 21
(READ CATEGORIES. CODES: 1=TO A GREAT EXTENT, 2=MODERATELY, 3=LIMITED, 4=LITTLE OR NONE, 5=DON'T KNOW.)

12. To what extent does (name of student) accept school rules and regulations, and follow requests made of him/her by the teachers and faculty at school? ☐ 22
(READ CATEGORIES. CODES: 1=TO A GREAT EXTENT, 2=MODERATELY, 3=LIMITED, 4=LITTLE OR NONE, 5=DON'T KNOW.)

13. Generally, to what extent do you think that (name of student) gets along with and is accepted by the other students at school? ☐ 23
(READ CATEGORIES. CODES: 1=TO A GREAT EXTENT, 2=MODERATELY, 3=LIMITED, 4=LITTLE OR NONE, 5=DON'T KNOW.)

14. Generally, how well do you think that (name of student) is doing in school? ☐ 24
(READ CATEGORIES. CODES: 1=VERY WELL, 2=SATISFACTORY, 3=EXPERIENCING SOME PROBLEMS, 4=EXPERIENCING MANY OR CONTINUING PROBLEMS, 5=DON'T KNOW/CAN'T SAY.)

If 3 or 4, what suggestions would you make which you think would help your son/daughter do better in school?

_____

_____

15. Are there any other comments you would like to make that might be useful to consider when the staff at Mark Twain place students similar to your son/daughter in a regular school setting?

_____

_____

_____

_____

_____

_____

1904A

Department of Educational Accountability MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	Evaluation of Mark Twain School STUDENT FOLLOW-UP

Student: _____ STUDENT ID [ ][ ][ ][ ][ ][ ] (1–6)

School: _____ CURRENT SCHOOL [ ][ ][ ] (7–9)

QUESTIONNAIRE NUMBER [3] (10)

1. a) Is this student still enrolled at your school? (CHECK ONE)

(1) Yes . . . . . ☐

(2) No. . . . . ☐ 11

(If yes, go to Question 2.)

b) If no, where is he/she now? (CHECK ONE)

(1) Don't know. . . . . ☐

(2) College . . . . . ☐

(3) Technical school. . . . . ☐ 12

(4) Working . . . . . ☐

(5) In the military . . . . . ☐

(6) Transferred to another MCPS school (please specify if known) ☐

_____

(7) Transferred to a school outside MCPS. . . . . ☐
(Please specify if known:) _____

(8) Other (Please specify): _____ ☐

2. Is this student graduating this year?

(1) Yes . . . . . ☐

(2) No. . . . . ☐ 13

MCPS Form: 031-0623, 11/80

Please evaluate the student's adjustment to school.

3. To what extent is the student participating in regular class activities and assignments? (CHECK ONE)

(1) Little or none. . . . . ☐
(2) Limited . . . . . ☐
(3) Moderate. . . . . ☐ 14
(4) Considerable. . . . . ☐
(5) To a great extent. . . . . ☐

4. Generally, how well do you feel the student is doing in school? (CHECK ONE)

(1) Experiencing many or continuing problems. . . . . ☐
(2) Experiencing some problems. . . . . ☐
(3) Satisfactory. . . . . ☐ 15
(4) Outstanding . . . . . ☐

5. Did a representative of your school attend the AARD meeting at which this student was placed in your school?

(1) Yes . . . . . ☐
(2) No. . . . . ☐ 16

If No, why not?_____

6. Do you feel you received sufficient written information from the AARD meeting regarding this student's problems and/or adjustment to school to be able to deal with him/her effectively when he/she was placed in your school?

(1) Yes . . . . . ☐
(2) No. . . . . ☐ 17

If No, what information would you have liked to receive?

_____

_____

_____

7. Do you have any other comments you would like to share about this student in particular, or the communication process between your school and the Mark Twain school?

_____

_____

_____

_____

(Instructions to data collector):

1. PLEASE ATTACH A COPY OF THE STUDENT'S MOST RECENT REPORT CARD.

2. PLEASE ASK TWO OF THE STUDENT'S TEACHERS TO COMPLETE THE ATTACHED PUPIL OBSERVATION SCHEDULE, PERTAINING TO HIS/HER SKILLS AND BEHAVIOR AT SCHOOL THIS YEAR. THESE DATA WILL PERMIT A COMPARISON OF HIS/HER ADJUSTMENT TO THIS SCHOOL SETTING VS. THE PROGRESS THAT HE/SHE MADE WHILE AT MARK TWAIN. IF THE STUDENT IS NO LONGER ENROLLED AT THE SCHOOL, THE TEACHERS SHOULD EVALUATE THE STUDENT'S PERFORMANCE WHEN HE/SHE WAS LAST IN ATTENDANCE.

3. RECORD ATTENDANCE FOR THIS YEAR (INSERT NUMBER OF DAYS PRESENT EACH MONTH):

September	October	November	December	January	
☐☐	☐☐	☐☐	☐☐	☐☐	18-27
February	**March**	**April**	**May**	**June**	
☐☐	☐☐	☐☐	☐☐	☐☐	28-37

4. INSERT DATE OF DATA COLLECTION: ___|___|___ (MO DAY YEAR) 38-43

1830A/dac

Mark Twain School
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

PUPIL OBSERVATION SCHEDULE

Pupil Name _____ Teacher Name _____

	MCPS PUPIL IDENTIFICATION						TEACHER CODE	ADMIN.
CARD COL.	1	2	3	4	5	6	2 / 12	1 / 13

DIRECTIONS:

Based on your observations, rate the degree to which pupil performance in the areas below limits his/her effective functioning in school using the following codes:

1. Extremely Limiting 2. Very Limiting 3. Limiting 4. Somewhat Limiting 5. Not Limiting at all

USE THE CODE 0 ONLY IF THE SKILL/BEHAVIOR WAS NOT OBSERVABLE OR NOT APPLICABLE TO THE SITUATION.

SKILL/BEHAVIOR	INDICATOR	RATING	CARD COL.
CLASSROOM CONFORMITY Acceptance of routines and procedures	Brings required materials to class.	(0) (1)(2)(3)(4)(5)	19
	Follows teacher directions.	(0) (1)(2)(3)(4)(5)	20
	Does not disrupt class activities.	(0) (1)(2)(3)(4)(5)	21
	Follows established classroom routines.	(0) (1)(2)(3)(4)(5)	22
TASK ORIENTATION Persistance with task through mastery	Works with conventional classroom teacher supervision.	(0) (1)(2)(3)(4)(5)	23
	Works in an organized manner.	(0) (1)(2)(3)(4)(5)	24
	Completes tasks in an appropriate amount of time.	(0) (1)(2)(3)(4)(5)	25
	Completes tasks with acceptable quality.	(0) (1)(2)(3)(4)(5)	26
SENSE OF SELF-WORTH Presence of self-confidence, personal security, and high self-esteem	Shows pride in accomplishments.	(0) (1)(2)(3)(4)(5)	27
	Accepts praise and encouragement.	(0) (1)(2)(3)(4)(5)	28
	Protects own rights in a constructive manner.	(0) (1)(2)(3)(4)(5)	29
	Is willing to take risks.	(0) (1)(2)(3)(4)(5)	30
SELF- RESPONSIBILITY Self evaluation and acceptance of responsibility for success and failure.	Shows awareness of own strength and weaknesses.	(0) (1)(2)(3)(4)(5)	31
	Accepts responsibility for behavior.	(0) (1)(2)(3)(4)(5)	32
	Accepts consequences of behavior.	(0) (1)(2)(3)(4)(5)	33
	Demonstrates independence of behavior.	(0) (1)(2)(3)(4)(5)	34

RATING SCALE: 0 ONLY IF THE BEHAVIOR WAS NOT APPLICABLE TO THE SITUATION. 1. Extremely Limiting 2. Very Limiting 3. Limiting 4. Somewhat Limiting 5. Not Limiting at all			CARD COL.
EMOTIONAL CONTROL Appropriate reaction to tension, frustration, and change.	Copes appropriately with frustration.	(0) (1)(2)(3)(4)(5)	35
	Expresses feelings in a controlled manner.	(0) (1)(2)(3)(4)(5)	36
	Reacts appropriately to constructive criticism.	(0) (1)(2)(3)(4)(5)	37
PROBLEM-SOLVING Active engagement in efforts to cope with and solve problems.	Accurately describes own problem situations.	(0) (1)(2)(3)(4)(5)	38
	Describes appropriate behavior alternatives.	(0) (1)(2)(3)(4)(5)	39
	Chooses appropriate behavior alternatives.	(0) (1)(2)(3)(4)(5)	40
ACCEPTANCE OF AUTHORITY Presence of trust and amity in attitudes toward those representing authority.	Accepts direction from staff.	(0) (1)(2)(3)(4)(5)	41
	Does *not* verbally abuse staff.	(0) (1)(2)(3)(4)(5)	42
	Complies with school rules and regulations.	(0) (1)(2)(3)(4)(5)	43
RESPECT FOR OTHERS Acceptance of desirable social standards including rights and property of others.	Does *not* abuse or encourage abuse of others.	(0) (1)(2)(3)(4)(5)	44
	Shows regard for the needs and feelings of others.	(0) (1)(2)(3)(4)(5)	45
	Does *not* abuse school property.	(0) (1)(2)(3)(4)(5)	46
SOCIAL SKILLS Acceptance of group standards and ability to work effectively with peers.	Is accepted by peers.	(0) (1)(2)(3)(4)(5)	47
	Shows poise in dealing with peers.	(0) (1)(2)(3)(4)(5)	48
	Works cooperatively with peers.	(0) (1)(2)(3)(4)(5)	49
	Does *not* seek excessive peer attention.	(0) (1)(2)(3)(4)(5)	50

Comments:

APPENDIX D

Teacher Ratings of Student Behavior by Skill and Indicator

Skill	Indicator	Rating (Percentage of Teachers) 1 or 2*	3 or 4	5
CLASSROOM CONFORMITY (Acceptance of routines & procedures)	Brings required materials to class	17	40	33
	Follows teacher directions	21	58	20
	Does not disrupt class activities	21	43	35
	Follows established classroom routines	25	44	31
TASK ORIENTATION (Persistance with task through mastery)	Works with conventional classroom teacher supervision	25	46	29
	Works in an organized manner	28	58	15
	Completes tasks in an appropriate amount of time	32	50	18
	Completes tasks with acceptable quality	21	61	17
SENSE OF SELF-WORTH (Presence of self confidence, personal security, and high self-esteem)	Shows pride in accomplishments	18	46	36
	Accepts praise and encouragement	10	43	47
	Protects own rights in a constructive manner	24	48	28
	Is willing to take risks	29	44	27

* 1 = extremely limiting
2 = very limiting
3 = limiting
4 = somewhat limiting
5 = not limiting at all

SELF-RESPONSIBILITY (Self-evaluation and acceptance of responsibility for success and failure)	Shows awareness of own strength and weaknesses	27	55	18
	Accepts responsibility for behavior	26	45	29
	Accepts consequences of behavior	26	42	32
	Demonstrates independence of behavior	22	54	24
EMOTIONAL CONTROL (Appropriate reaction to tension, frustration, and change)	Copes appropriately with frustration	33	45	22
	Expresses feeling in a controlled manner	27	45	28
	Reacts appropriately to constructive criticism	18	55	27
PROBLEM-SOLVING (Active engagement in efforts to cope with and solve problems)	Accurately describes own problem situations	23	57	20
	Describes appropriate behavior alternatives	23	52	15
	Chooses appropriate behavior alternatives	28	61	12
ACCEPTANCE OF AUTHORITY (Presence of trust and amity in attitudes toward those representing authority)	Accepts direction from staff	15	46	39
	Does not verbally abuse staff	10	24	66
	Complies with school rules and regulations	16	47	37
RESPECT FOR OTHERS (Acceptance of desirable social standards including rights and property of others)	Does not abuse or encourage abuse of others	15	43	42
	Shows regard for the needs and feelings of others	15	43	42
	Does not abuse school property	10	32	58
SOCIAL SKILLS (Acceptance of group standards and ability to work effectively with peers)	Is accepted by peers	14	61	25
	Shows poise in dealing with peers	20	62	18
	Works cooperatively with peers	21	56	24
	Does not seek excessive peer attention	22	44	34

APPENDIX E

Percentage of Time Present 1980-81 For All Sample Students

Percentage of Time Present	Number of Students	Percentage of Students
99-100*	9	11
94-98	27	34
90-93	18	23
85-89	9	11
80-84	8	10
79 or less	9	11

*Based on average number of days absent per class per reporting period as recorded on student report cards.

APPENDIX F

1980-81 Percentage of Time Present For Students
Not Recommended or Recommended For Return to Regular MCPS Programs

Percentage of Time Present	Percentage of Those Not Recommended N=24	Percentage of Those Recommended N=97
99-100*	13	11
94-98	19	39
90-93	6	27
85-89	31	6
80-84	19	8
79 or less	13	11

*Based on average number of days absent per class per reporting period as recorded on student report cards.